**K-5 Math Lesson Plan**

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| **Teacher:**  **Archer Elementary** | | | **Grade: 3rd** | | | **Date(s)**: Day 5 |
| **Unit Title:**  Planning a Family Reunion | | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): Why do I need to know multiple strategies to add and subtract numbers?**  **What strategies can I use to add and subtract multi-digit numbers?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Computer with “Animations” video from envisions topic 2-4**  **“Quiz Show” with CPS (clickers)** | | **Student:**  **Chalk, sidewalk** | | | **Round, approximately, hundreds, estimate, tens, ones** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x 1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  x 6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning.  xx | **Common Core State Standards: 3NBT1 Use place-value understanding to round whole numbers to the nearest 10 or 100.** | | | | | |
| **I Can Statement(s):**  **I can round a number to the nearest 10.**  **I can round a number to the nearest 100.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Students will watch the Animations video for Topic 2 lesson 4. | | | | | |
| **Teacher Directed:** Teacher will demonstrate how to set up a number line in order to determine the closest 10 for the number 148. Fill in the numbers beginning with 100, 110, 120, etc. to 200. Lead students to see that 148 rounds to 150 because it is only 2 spots away, whereas it is 8 spots away from 140. Then help them to see why it rounds to 100 and not 200. | | | | | |
| **Guided Practice:** For the number 536, guide students to fill in the numbers around 536, including the two closest multiples of ten as shown below. Then looking at the number line, students can determine the nearest multiple of ten that is the closest to 536. In this case, 540 is 4 away, but 530 is 6 away, so 540 is the closest multiple of ten. Continue with other 3 digit numbers.  For the number 163, students can follow a similar procedure to round to the nearest hundred. Students will need to determine the multiple of one hundred that is the closest to 163. In this case 100 is more than 60 away, but 200 is less than 40 away, so 200 is the closest multiple of one hundred. Continue this process with more 3 digit numbers. | | | | | |
| **Independent Practice:** Students will each write a number on a dry erase marker and leave it on their desk. As the teacher plays music, they will all walk around the room and stop at someone’s desk when the music stops. They will write down the number on that person’s dry erase board and the number it would be if rounded to the nearest 10 and 100. | | | | | |
| **Closing/Summarizing Strategy:** Students will use the CPS (clickers) and take the Mind Quiz for Topic 2-4 from envisions. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students can roll a dice 3 times to make 2 different 3 digit numbers and then estimate the sum. | | | Practice more 2 digit numbers and round just to the tens place. Teach students the rounding poem 4 or less – let it rest  5 or more – raise the score  Make sure students know which number is the helper number. (ones for rounding to 10’s and tens for rounding to 100’s | | | Teach students the rounding poem 4 or less – let it rest  5 or more – raise the score  Make sure students know which number is the helper number. (ones for rounding to 10’s and tens for rounding to 100’s |
| **Assessment(s):**  Given a list of 3 digit numbers, students will round each to the 10’s place and 100 place. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |